



The Michaelman

"We have lingered in the chambers of the sea By sea-girls wreathed with seaweed red and brown Till human voices wake us, and we drown."
T.S. Eliot

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February 15, 1969

Probation List Long

by Dan Florentine

Seniors--6.3 per cent,
Juniors--15.5 per cent,
Sophs--19.6 per cent,
Freshmen--11.4 per cent. These percentages are a rough approximation on the number of students on academic probation at St. Michael's.

Academic probation arises only when a student fails to achieve a cumulative average of 1.5 or better during a single semester. He then goes on a "trial" period the following semester, and if he attains a 1.5 or better he is then taken off the academic probation list.

Mr. Daniel MacDonald, Associate Dean, had this to say concerning academic probation: "I am against academic probation basically, for two reasons. The first is that it gives the student a false security. For example, if a student during his first semester attains a cumulative average of .5, he is placed on academic probation. If, during the second semester, he obtains a cumulative average of 1.5, he is taken off probation."

"This particular student, who is now off probation, feels secure, that he is in 'good' academic standing. But his cumulative average indicates that for this particular year his cum is only 1.0.

He may attend St. Michael's all four years and still not graduate because his cum is below 2.0, which is the needed cum for graduation from this institution.

Mr. MacDonald also feels that "the campus becomes no more than an academic vacation before you go to work, under such a system."

The second flaw in the system, according to Mr. MacDonald, is that "there is no way under such a system to inform the student of his rank in class." He feels this is important because "We can't live in a world without standards; you either produce what someone

wants or get fired. Many graduate schools and various companies want to have a record of their future employees' rank in class. This is something that we fail to offer."

A student may be a member of any inter-collegiate organization at St. Michael's whether he is on academic probation or not, with the exception of the Crown and Sword Society and the Student Government.

The National Collegiate Athletic Association limits students to a cumulative average of 1.6 or better before they can play varsity sports. However, standards for varsity sports may also be set by the institution itself. In regards to academic probation concerning loans, grants, or scholarships, Mr. McDowell of the Placement and Financial Aid office says that, "In Vermont there is no great

requirement based on grades, as long as the student is still enrolled and he is of need."

Ron Iverson, of the same office, stated that "there are so many variables in determining aid for a particular student that it is impossible to judge his academic promise by his grades."

SMC Donations Poor

In the Report of the President 1966-67, the Very Rev. Gerald E. Dupont, S.S.E., said, "It was found... that there was much to do in the way of communications with our Alumni without the dollar sign continually in view." This dollar sign is a fact of life in dealing with Alumni; many institutions rely on their alumni for contributions which sponsor various undertakings.

St. Michael's College solicits contributions from its alumni each year. Solicitation is a common practice of all colleges and universities throughout the country. The yieldings, however, are different for each college and in the case of St. Michael's, have a very definite bearing on any comparison to be undertaken.

The Office of Annual Giving solicited contributions from 3300 alumni during the fiscal year 1967-68. Of that 3,300 solicited, 1,442 contributed. The capital gain from these contributions was \$43,357.50. Forty-three percent of the college's alumni replied to the solicitation.

When comparing these percentages to other colleges, it appears that St. Michael's is well above the national average of 22 percent. But statistics are a dangerous approximation of facts. St. Michael's is dealing with an alumni body much smaller than the national average and, although its percent of participation is higher than the national average, the amount of money received is minute in lieu of other much larger institutions in this country.

For example, by the year 1967-68, St. Michael's had an alumni of 3,300, Loyola University of Chicago had an alumni of 32,115, and Fordham University worked with 37,267 alumni. Throughout the country most universities have a similar number of alumni. It is apparent that the sums involved among colleges of the size of Loyola compared with St. Michael's are incomparable.

Loyola and universities of the same size receive, annually, an average of \$353,909.00, with a 24 percent average of the alumni participating. Last year St. Michael's received \$43,357.00

with a 43 percent of the alumni participating.

Where, then, can a comparison be made? There are two possibilities: 1) within the college itself; 2) among colleges of a comparable size.

St. Anselm's College is much the same size as St. Michael's. During the fiscal year 1966-67, St. Anselm's solicited 3,679 alumni; of that number 21 percent replied with an average gift of \$61.69, and the overall amount contributed was \$49,544.00. St. Michael's solicited 4,437 alumni; 15 percent replied with an average gift of \$58.68 and an overall amount of \$40,669.00 received. Our net results were less in every area by the number solicited than St. Anselm's. It is interesting to note, however, that during 1966-67 St. Michael's was soliciting, as a part of the alumni, some men who had never graduated from the school while St. Anselm's dealt only with graduates.

During the fiscal year 1967-68 St. Michael's solicited only graduates. The number of alumni was thus cut to 3,300, of which 43 percent replied with an average gift of \$30.07 and a net amount of \$43,357.50. Our percentage of participation was nearly tripled but our average contribution was cut almost in half.

There is no way to account for the sporadic changes occurring in each area every year, therefore,

(Continued on Page 2)

McKenna Appointed To Admissions Committee

For the first time in the college's history a student will serve on the admissions committee.

Gerald W. McKenna, '69, was notified of the decision to place him on the Admissions Committee when he returned from the semester break. McKenna accepted the appointment and began his duties on February 6.

The decision to name a student to this post was made by Scott McGuire, Director of Admissions at St. Michael's College.

McKenna was chosen because McGuire considers him to be the "most qualified" to represent the students and would also use the "best judgement."

McGuire stated that it was not a matter of student rights behind his actions, but merely an attempt to make committee decisions more meaningful by bringing in another point of view.

In speaking of student participation, though, McGuire added, "an administration which begrudgingly allows student participation... lacks confidence in the students."

With McKenna's appointment there are now seven members on the Admissions Committee, whose purpose is to determine school policy toward qualification of applicants and to review applications. In most cases the director, McGuire, effects the committee's power to accept or deny admission. Yet some cases, which require closer attention, are referred to the committee for its decision. This adds up to about thirty five files a week which must be reviewed by the Admissions Committee.

McGuire is very enthusiastic about having a student on his committee and believes that it will be successful since similar programs have been in operation in other schools for years.

McKenna sees it as an exciting opportunity and an excellent idea to make the process of admission more effective.

McGuire has also made provision for an alternate representative since McKenna's duties as President of the Student Association and President of the Student Senate may prevent him from attending meetings of the Admissions Committee.

Disciplinary Regulations Set By AAC

The Association of American Colleges, Washington, D.C., has issued a "Joint Statement on Rights and Freedoms of Students."

Part VI, Section D, states as follows:

"When the misconduct may result in serious penalties and if the student questions the fairness of disciplinary action taken against him, he should be granted... a hearing before a regularly constituted hearing committee. The following suggested hearing committee procedures satisfy the requirements of procedural due process in situations requiring a high degree of formality:

"1. The hearing committee should include faculty members or students, or, if regularly included or requested by the accused, both faculty and student members. No member of the hearing committee who is otherwise interested in the particular case should sit in judgement during the proceeding.

"2. The student should be informed, in writing, of the reasons for the proposed disciplinary action with sufficient particularity, and in sufficient time, to insure opportunity to prepare for the hearing.

"3. The student appearing

before the hearing committee should have the right to be assisted in his defense by an adviser of his choice.

"4. The burden of proof should rest upon the officials bringing the charge.

"5. The student should be given an opportunity to testify and to present evidence and witnesses. He should have an opportunity to hear and question adverse witnesses. In no case should the committee consider statements against him unless he has been advised of their content and of the names of those who made them, and unless he has been given an opportunity to rebut unfavorable inferences which might otherwise be drawn.

"6. All matters upon which the decision may be based must be introduced into evidence at the proceeding before the hearing committee. The decision should be based solely upon such matter. Improperly acquired evidence should not be admitted.

"7. In the absence of a transcript, there should be both a digest and a verbatim record, such as a tape recording, of the hearing.

"8. The decision of the hearing committee should be final, subject only to the student's right of appeal to the President or ultimately to the governing board of the institution.

Frosh Get Car Permission

President McKenna announced before the Student Senate Tuesday night that Freshmen will be allowed cars on a qualified arrangement. Passed by the Student Affairs Committee, the proposal will permit freshmen in good academic standing to operate and possess automobiles.

McKenna also told the legislators that the Affairs Committee had approved plans for open house during the Winter Weekend to be held February 28, March 1 and 2.

The schedule and details are to be drafted by the office of Ralph R. Monticello, dean of men.

During the presentation of new business, William P. Driscoll, '72, president of Psi House, surrendered his seat to Christopher S. Grimes, '72. Grimes, a commuting student, expressed dissatisfaction with the distribution and sale of Winter Weekend tickets. He contended that off-campus students were not granted adequate notice or opportunity to secure Weekend tickets.

Also remarking on the deficiencies in the ticket sales was John J. Brady, Jr., '70.

Brady, yielded the floor by Senate vice president, John W. Beaulieu, '70, inquired from the chairman of the social committee: "Is this social weekend self-supporting?"

Chairman Hamrock replied that if ticket sales for the Jr. Walker and the All Stars - Orpheus concert were successful, the weekend would pay for itself.

Chicago Company Conducts Second - Hand Book - Buy

by John Coughlin

A representative of the Follett College Book Company of Chicago conducted a book buying campaign in Alliot Hall Wednesday, February 11.

Dave Myers, buying for resale on the open market, gave credit on books from extreme wholesale on up. The books are then resold nationally at prices approaching 50% of their original cost.

In order to gain profit, it becomes necessary that books be bought for less than half of their value. Such information was advertised.

It was never Myers' intention to buy books at prices near 50% of their original cost. In many cases he offered ridiculously low prices to discourage the selling of books

he didn't want. When he offered a quarter for a six dollar book he was saying "I don't want it."

Jerry MacDonald, Manager of the College Bookstore, stated that he "was surprised that some students sold certain books at these wholesale prices."

"I tried to tell students to hang on to some books but they either didn't understand or were hard up for money," said MacDonald.

In May there will be another sale at which the "bookstore" will buy back used books at more reasonable prices. MacDonald has sent requisitions to the faculty for designation of texts which will be used next year.

Those not designated will have to be sold to the Follett Company when they return in May.

ROTC will stay at SMC

On February 5, the Boston Globe reported that "The Harvard faculty followed the lead of Yale and Dartmouth and stripped academic credit from all courses offered by the Reserve Officers Training Corps (ROTC)."

In an interview with Robert J. Giroux, Ph.D., Vice President for Academic Affairs at Saint Michael's, it has been revealed that ROTC at Saint Michael's College is in no such danger.

Dr. Giroux places the strength of the present program in the realm of academic freedom. "Here at Saint Michael's those students in the ROTC program have freely chosen to be there. I believe that we must leave this avenue open to interested students. Our present ROTC program is in no forseen danger at this time."

When questioned on this issue, the commander of ROTC at Saint Michael's College, Major Donald L. Larson, USAF, replied that "ROTC is the Air Force's main source of qualified officers. Our program offers career opportunities to interested students, just as any other field of concentration. The fine record of Saint Michael's students in the Air Force attests to the success of our program."

Doctor Giroux also stated that "ROTC will remain on Saint Michael's campus until such time as it is found academically unsound."

EDITORIALS

Hollow Men

The world will end in a whimper and so will St. Michael's College, if students do not assume positions of influence which are slowly being opened to them.

That the college year to this point has been unmarked by any conflict is indicative of deeply set problems. It is normal to have conflicting interests; it is far from the norm to destroy oneself by non-activity.

This is not to say that a dorm burning would be healthy, or progressive, but that every person on this campus can't have the exact same opinion on every topic relative to this college.

The education process at St. Michael's College is taking a new turn: no longer will administrators and teachers stand over each student and tell him what and how to learn. But the students here have not rallied to their true freedom presented by this new form.

Yes, the student of St. Michael's is waiting . . . but he waits only for himself.

Now Is The Time

A short time ago the University of Kentucky decided to appoint a student to its board of Trustees. This action set a precedent for colleges and universities throughout the country, to review their own administrative structure and ascertain the feasibility of this form of student participation. Vanderbilt University was the next institution to include a student on its board. That position is annual with a new student on the board each year. The University of Vermont will select a Students' Advisory Board to the Presidential Selection Committee when it seeks a new president. This Advisory Board will investigate each candidate's qualifications, and report to the Selection Committee.

These institutions with their historic decisions have formally recognized the needs of their entire community, not only one or two phases of it. They have seen that the Administration and the student body are not separated but functional only as one.

St. Michael's Board of Trustees will soon be selecting a new president to replace the Very Rev. Gerald E. Dupont, S.S.E. The new president whether layman or priest, will, of necessity, hold a vast influence over the present direction of the college. If only to insure our progress, the Board of Trustees should have a channel of communication with the student body. Our presence maintains the existence of this institution. Our representation in the decisions of future years could display more clearly the needs of the entire college community.

Equality

To say that the judicial policy approved for the students by the Senate last semester is controversial would not be incorrect. From its inception, it has been a cause for concern among the student body.

The debate over the recent trials has only served to cloud the issue even more. In the light of this information, a complete reorganization of the system would seem to be in order.

In our opinion, the Senate, through its Discipline Committee, should re-open the entire question of judiciary procedure at the college.

This committee should then make its recommendations to the Senate for its approval. Once the Senate has agreed on the findings of the committee, the entire report on judicial procedure should be put before the students in a referendum, where a two-thirds majority would be necessary before enactment.

To insure that all are treated as equals before the courts, the courts should be held in open session, and follow as closely as possible, the procedures of the Association of American Colleges, published elsewhere in this issue.

Only in this manner can we see the haze surrounding the judiciary proceedings of this college clearing.

THE OBSERVER

To Do As The Romans Did

The "Observer" is a column of opinion open to the entire college community, students, faculty, and administration.

The views expressed within this column are therefore, those of the author alone. The MICHAELMAN, its editors and staff, and St. Michael's College, assume no responsibility for the content of the "Observer".

Anyone within the college wishing to publish an "Observer" may do so by submitting it to the editors of the MICHAELMAN no later than the Sunday before the desired publication date. It should be typed, double-spaced, and of a length of from two to three pages.

by William J. Bigoness
Brian Mahan
Michael Henderson

Among the mass of good and not so good faculty members at any university or college, there occasionally arises a man of exceptional qualifications, integrity, and dedication. Saint Michael's College fortunately has (had) such a man in the person of James G. Case, who recently was disposed as chairman of the Philosophy Department.

The recent forced resignation of Professor Case as Chairman of the Philosophy Department by higher administrative authorities is precisely indicative of an atmosphere and attitude which permeates to the very core of this institution and like a lethal cancer is deeply destructive to it.

Among both faculty and student circles Professor Case's academic qualifications are beyond question. Many students personally regard him - if not the best professor on campus - certainly among the best. However, Professor Case's qualifications and professionalism far transcend the bounds of his classroom or Saint Michael's College.

At a time when the Catholic Church is being shaken to its very foundation, Professor Case has represented to those who have known him the true concept of what it means to be Catholic, to be universal. Professor Case has been a personification of this universality of commitment whether it extends to his family, church, college, or community.

All of these factors cannot help but make us wonder upon what conceivable grounds Professor Case was asked to resign. No explanation for this action has come forth from the administration, to the college at large, or Professor Case personally.

However, those of us who know him cannot help but wonder if Professor Case has not committed the ultimate sin at Saint Michael's College. Yes, Professor Case dared to question and challenge the existing, stagnant status quo of Saint Michael's. At a time when Catholic education needs a drastic reorientation, he dared to present new and exciting alternatives.

Professor Case, like so many others in the past, whether administrator, faculty member, or student, has been victimized because of his progressive honesty in speaking against certain conventional standards. How many more times can this college regress to its mid-evil heritage and not damn itself to perpetual mediocrity?

We are living in very dangerous and explosive times. Times during which our political, social, economic, and educational institutions are changing at an almost breathless pace. To meet these changes we can no longer hide or withdraw to what were acceptable patterns in the past. We must develop new procedures to meet new problems.

To those of us who have known Professor Case, we are deeply grateful to him for helping us in seeing these new alternatives. And we sincerely hope that some day his vision and courage may open the eyes of those more closed individuals.

LETTERS TO THE EDITOR

Invite

To the Editor,

I would like to call to the attention of the student body the fact that many of the International Students are now beginning to plan how to spend their Easter vacations. Many of the students are planning to go sightseeing around the country, especially in the major cities. Others, however, either cannot afford or have little desire to go sightseeing; they would rather spend some time with American families in order to learn more about American culture and customs, and to improve their command of the language.

We have a number of local families who invite these students to share vacations with them, and for these we are very grateful. We would, however, like to expand the number of families who would offer hospitality to our students, your fellow students, in order to assure placement for all and a greater geographical distribution for the holiday.

If you are interested in helping us in this matter, or know of someone in your home town who would be, please contact me at Ext. 283 or in Room 203 in the International Student Center on

the North Campus.
Sincerely,
E.W. Fitzgerald
Director of Activities
International Student Program

Editorialization

To the Editor:

I have always thought that it was the policy of newspapermen to include editorialized news on a separate page for that purpose.

However, your issue of February 8, 1969, evidently did not follow that policy. On page one, "The Michaelman" had a "news" article concerning the invitation of St. Michael's College to appear on the General Electric College Bowl. The article, which

began well, deteriorated to the point of absurdity in its final paragraph. The speculation exhibited by your writer would have been more appropriate in yesterday's column of Jeane Dixon.

Another article which you failed to label as an editorial was an article by your news editor, John H. Daignault. Even though this article was by-lined, it, too, would have been much more appropriate to include this article on your editorial page.

I hope that this brief note will prompt you to concretize your editorial policy so that future editions do not appear as excrementitious hodge podges of "news."

John J. Brady, '70

SMC Recruits Blacks From Washington

Rev. Moses Anderson, S.S.E. and Cleveland Williams, Ph.D., will be in Washington, D.C. from February 24 until March 3. The purpose of this trip is to represent St. Michael's College and Trinity College before high schools in the D.C. area.

They plan to speak to approximately 2600 juniors and seniors at 13 predominately Negro schools, in hopes that these students will seek personal interviews.

Dr. Williams and Rev. Anderson intend to acquaint the students with the opportunities of attending a college in this area, and they also wish to explain various aid programs available to those who need economic assistance.

Rev. Anderson further expresses a wish to inform the Washington students of what they may contribute to St. Michael's or Trinity.

Scott McGuire, Director of Admissions, believes that Fr. Anderson and Dr. Williams are best suited to describe our educational and social opportunities to the Negro students.

It is also expected that by talking with some of the students, added information will be made available to the Admissions Committee in reviewing applications.

Rev. Anderson recently was appointed to the Admissions Committee in order to represent the case of the disadvantaged Negro student who wishes to apply to St. Michael's.

Station WSSE

Station WSSE has been relocated from its quarters in Aquinas Hall to the second floor of Austin Hall.

The proposed demolition of Aquinas Hall has provided an excellent opportunity for better accommodations for the radio station. The reconditioned rooms in Austin, provided by the college, have been "more than essential" as expressed by Pete La Belle, one of the station's directors.

According to LaBelle, "the station should be back on the air after our Easter recess."

From Alumni

(Continued from Page 1)

the drive for alumni contributions is conducted without conjecture. It is unfair to say that this college does not count on a certain net contribution from its alumni body, but no figure is relied upon. The net amount is not fitted into the college's budget until it is received. A comparison of statistics with other colleges is helpful only in maintaining a campaign for funds.



The Michaelman

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Self - Annihilation

Responsible students are presently aware of the raging controversy concerning military conscription. In its simplest form, the problem involves a dichotomy between those who acquiesce to the limitations imposed upon an individual's freedoms by the draft and those who do not. For the former the solution is also simple—predesignated service in the armed forces.

For the latter, however, the solution can become quite complex. Does he actively resist the draft and suffer the consequences of imprisonment or does he "dodge" the issue and the draft via a self-imposed exile in Canada.

Either alternative can have serious repercussions upon the life of an individual but, without a doubt, the individual who suffers most is the draft "dodger."

The term "dodger" itself has, for many, a derogatory connotation, for it implies a certain amount of cowardice or shirking of responsibility on the part of the individual. Moreover, it implies a certain freedom of choice which the individual, in fact, does not possess.

What "choice" is involved between abandoning one's convictions or resisting that element of society which encroaches upon that conviction.

If a "choice" is recognized, the obvious conclusion is that little can be said regarding the force of that individual's convictions. Clearly then the draft "dodger" has no choice at all for he is literally forced into his predicament by that element of society which does not happen to share his views; an element which, at the moment, seems to be in the majority.

In effect, he is ostracized by that same society which proclaims protection of minority rights regardless of their convictions. How unfortunate is that element of society that fails to comprehend the fact that in destroying the rights of the minority it destroys the rights of the majority, for the majority is founded upon minorities.

How unfortunate is that element of society which deems "unpatriotic" that individual whose primary concern is to see to it that his country preserves and not destroys his individual rights, which necessarily includes the right of personal convictions—for isn't that the mark of the true patriot?

How unfortunate is that element of society that will so overreact in its revulsion toward such an individual as to banish him from any responsible association with that society and thus prevent that society from absorbing the new ideas which are such a necessary prerequisite for change.

Surely that element of society must recognize its shortcomings and seek to devise some method of rectification.

In this case, a general amnesty for the American exiles in Canada would seem to be in order, for if that element proceeds with its present policy our society will, at the very least, stagnate; at the very worst, destroy itself.

M. Bonavita

Hamrock Questioned On Weekend Ticket Sale

by Dan Florentine

Needless to say, Winter Weekend tickets last week were as scarce as sunshine at St. Michael's College. The festive weekend dates are Feb. 28, and March 1 and 2. Due to the sellout, the weekend appears the greatest weekend ever produced by St. Michael's College.

During the Student Senate meeting of Feb. 10, 1969, the question as to why only 274 tickets were sold, and on what basis they were sold, arose. Philip Hamrock, co-chairman of the weekend, had this to say. "We limited ourselves to 274 tickets to Winter Weekend '69 because the past history of all weekends sponsored by St. Michael's indicates that sales never exceeded 250 tickets..." He further stated that "It was the impression of myself and the Social Committee of the Student Senate that we would not be able to sell all the tickets available for the weekend." "Secondly," said Mr. Hamrock, "Marble Island was the largest place in which the evening festivities could be held, and its capacity cannot exceed 550 people."

The question was raised by the Senate as to why Marble Island? Why not, for instance, the gym, as had been used during past years? Mr. Hamrock answered, "The gym does not have either the facilities or the atmosphere in which to hold such an event."

As to the question of where and to whom did winter weekend tickets go, James Carroll, of the Social Committee, said that they were distributed among the houses, in most cases 20 per house, depending on the size of the house. (For instance, Epsilon, with only 75 members, was allotted 15 tickets at their own request.) "Because of different houses," said Mr. Carroll, "tickets are sold as best suited for that

particular house, some by raffles, some on a first come first served basis. The extra 54 were sold outside the houses.

Because of no known organized "house" of the day students, tickets were not allotted to them. Concerning those, however, who were unfortunate enough to be unable to obtain Winter Weekend tickets, Mr. Hamrock had this to say: "If there is enough response and enthusiasm, other festivities would be planned for those students on and off campus who did not receive or could not buy a full weekend ticket. These festivities will be planned and maintained by either the Social Committee or by a private source."

Due to a lack of enthusiasm as reported by the house social committee chairmen, there will be no snow sculpture contest. But every house has been asked to present photos of girls to be entered in the Winter Weekend Queen Contest, for which Prof. James K. Michaels of the Chemistry Department will act as M.C. and Judge.

The hours of the Open House have not as of this printing, been decided on by Dean of Men Ralph Monticello, but it appears that there definitely will be open house during Winter Weekend '69.

The following comprises the Dean's List for St. Michael's College, first semester, 1968-69.	
SENIORS	
Ahearn, Edward	3.78
Antonoli, Joseph	3.0
Armellino, Nicholas	3.83
Baker, David	4.0
Belanger, James	3.4
Bigness, William	3.8
Blier, Rudolph	3.4
Bosica, Thomas	3.4
Brunelle, Charles	3.41
Capilla, Livio	3.0
Carroll, Paul	3.4
Cashman, Thomas	3.4
Cellana, Marc	3.25
Connor, James	3.4
Danielson, Robert	3.0
D'Antonio, John	3.4
DeLuke, Donald	3.56
Dobson, William	3.8
Dougal, William	3.0
Dubois, Lawrence	3.6
Ferraris, John	3.58
Fitzgibbons, John	3.4
Hadalski, John	3.2
Henderson, D. Michael	3.5
Horn, Richard	3.4
Jakubowski, Richard	4.0
Kelley, Thomas J.	3.2
Kennedy, Kevin	3.2
Lafayette, Peter	3.4
Lague, Real	3.8
Larner, Paul	3.16
Lesniewski, Paul	3.6
McKenna, Gerald	3.6
Mahan, Brian	3.4
Maher, Joseph	3.0
Masenas, Charles	3.81
Mercure, Robert	3.26
Murphy, Paul A.	3.4
O'Donnell, Robert	3.2
O'Neil, Peter	3.47
Pafunda, Bernard	3.8
Poney, Phillip	3.2
Principe, Michael	3.6
Renzulli, Michael	3.4
Rourke, David	4.0
Ruggiero, Anthony	3.6
Scully, John	3.6
Steere, Martin	3.4
Sylvester, William	3.2
Turnbull, David	3.0
Vecchito, Daniel	3.4
Walsh, Thomas	3.25
Wanzel, Charles	3.2
Whiting, Russell	3.6

JUNIORS	
Baker, William	3.0

Gideon Is Coming

The cast of the next dramatic production, Gideon, has been chosen by its director, Donald Rathgeb.

"The play portrays Gideon, a man chosen by his people, who is to lead them through uncertain, perilous times.

Gideon shows how a relationship with God can answer many problems.

The cast has been chosen already and practices have started. The present practice schedule of twelve hours a week will later run into twenty hours a week and more.

Gideon, the Old Testament leader, is portrayed by Robert Conlon. Ed Meagher plays Joash while the angel, a comical fiery character, is played by Paul Farin. Jahleel, Malchiel, and Shilleam are played by James Fallen, Vinnie Iovine and Marshall Kean, respectively.

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Students Are Niggers

Introduction by Richard Heath

Whatever it is the phrase *The Good Life* implies must surely be substantiated by that harmonious "bliss" found in ignorance. Granted, all the things about which one knows nothing are irrelevant. But what about the others? What about the ones into and out of which we move everyday, e.g., academic? When confrontation arises here, we resort to a dismal kind of humour, and laugh. Later, however, just before falling asleep, we remember the occasion and shudder. Then we close our eyes and gently sink into a state of uncaring, unencumbering apathy. Well, baby, open your eyes! Face it! You ain't home no more. It's time to kiss the *Good Life* a fond goodbye.

We say goodbye to our illusions, and immediately we are aware that one of the major social questions of today is: When does the American Negro come into his own? This is a difficult question! To attempt to answer it would be to subject one's self to a barrage of theories, accusations, and even self denial. To date, education which is supposed to play a major role in answering the question is failing. It has not erased the image of the Negro as a lazy, toe-stubbing, teeth-showing Uncle Tom, or a vile thing who wields a knife, burns and loots, and smells worse than he looks.

The Negro's "coming into his own" is inevitable. Therefore, the question really isn't "when" but "what". What will the affluent white society have made of him then?

Except for what he has heard, the young, white, college student knows nothing of the Negro. But, he is aware! And on his first encounter with one of these alien beings, he is timid, and very often frightened. In turn, the Negro may feel shame. But that's

uncomfortable and is quickly replaced by hate.

While the poor, disheveled student wonders about the "whats", "whys", and "hows" of whatever happened, he usually leaves the scene with the comfort that his previous thoughts concerning Negroes are justified.

Unfortunately, this retreat of knowledge, this realm of intellectual pursuit into which the, sometimes unwilling, student has moved does nothing to ameliorate the situation. Nothing is done to establish a truly compatible relationship between these two human beings.

But it is his world, and in that world the student is unaware that many of his conceptual images of the Negro are, on a widespread scale throughout the country, being applied to himself as a student.

In 1967, Mr. Jerry Farber, formerly a teacher at California State University, wrote the following discussion about students and their similarity to Niggers.

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough, it will lead us past the zone of academic bull... where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

At Cal State, L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell. If I eat at the student cafeteria, I become known as the educational equivalent of a nigger-lover. In at least one building there are even rest rooms which students may not use. At Cal State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal State are politically disenfranchised. They

are in an academic Lowndes County. Most of them can vote in national elections - their average age is about 26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a toy government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own Homecoming Queen. Occasionally, when

they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail you... out of the course.

When a teacher says "jump", students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out - each one enclosed in a paper bag with a hole cut in the top to see through. Students stick

should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Wiedemeyer tells you a noun is a person, place or thing. So let it be. You don't give a...; she doesn't give a...

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the... school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over a fence when he saw me coming and froze in panic. For a moment, I expected sirens, a rattle of bullets, and him clawing the fence.

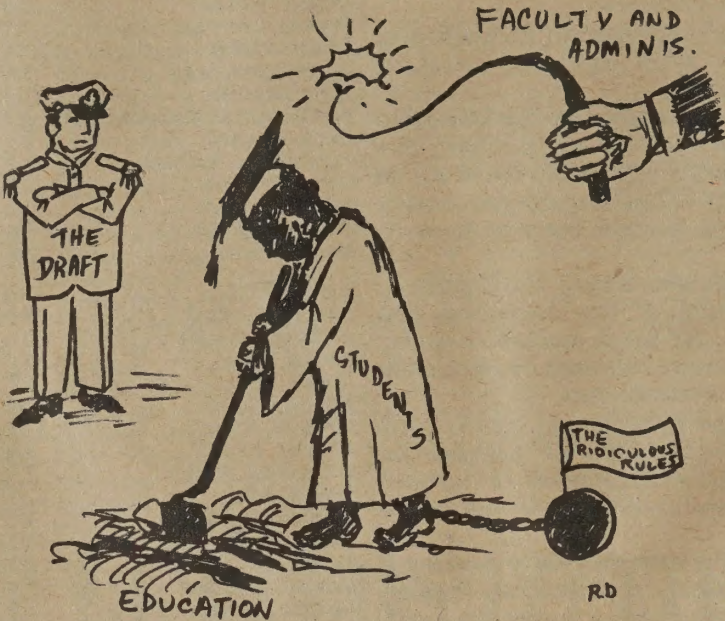
What school amounts to, then for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface, but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is and even let their rebellion break through to the surface now and then. Others - including most of the "good students" - have been more deeply brainwashed. They swallow the bull... with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "Treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

Inward Anger

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their master's values that their anger is all turned inward. At Cal State these are the



student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

Smiles and Shuffles

A student at Cal State is expected to know his place. He calls a faculty member "Sir" or "Doctor" or "Professor" and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They tell him what's true and what isn't. Some teachers insist that

their writing hands in the bags while taking the test. The teacher isn't a pro; I wish he were. He does it to prevent cheating. Another colleague once caught a students reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after about ten minutes had gone by. The teacher rushed over, grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and he will not tolerate any of that in his class. That class, incidentally, consisted mostly of high school teachers.

Follow Orders

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name



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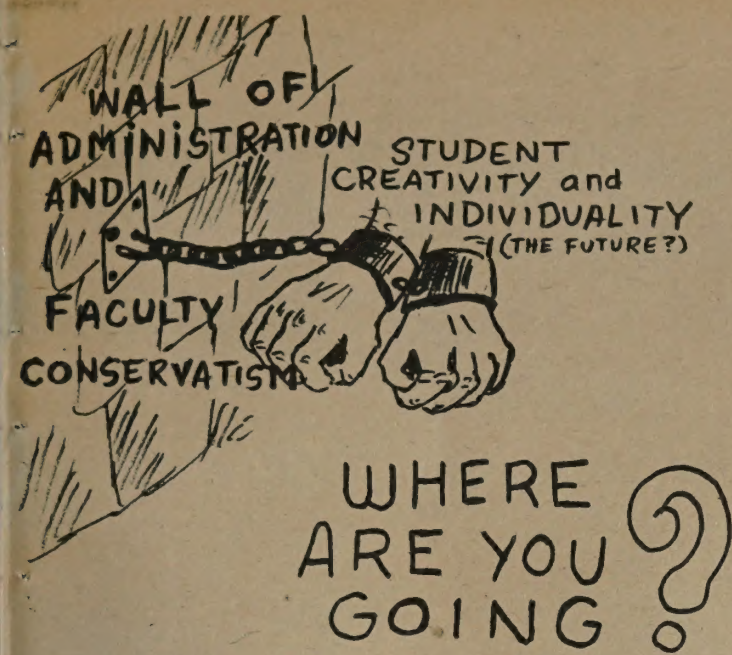
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kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity... Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state colleges the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And, in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly well what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

Forces A Split

I'm not sure why teachers are so chicken... It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of a teaching job attracts timid persons and, furthermore, that teaching, like police work, pulls in persons who are unsure of

Intimidate or Kill

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold. And they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you might as well stay and raise hell.

How do you raise hell? That's a whole other article. But just for a start, why not stay with the analogy? What have black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community. And they could learn to dance by dancing on the IBM cards. They could make coloring books out of the catalogs and they could put the grading system in a museum. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at — a "field of action" as Peter Marin describes it. And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons — their own reasons.

They could. Theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.

"White Supremacy"

The teacher's fear is mixed with an understandable need to be admired and to feel superior, a need which also makes him cling to his "white supremacy." Ideally a teacher should minimize the distance between himself and his students. He should encourage

them not to need him — eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the desire to give and the desire to hold them in bondage. There is a kind of castration that goes on in schools. It begins, before school years, with parents' first encroachments on their children's free unashamed sexuality, and continues right up to the day when they hand you your doctoral diploma... It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

Bleeding Brains

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher — a kind of intellectual rough trade — and flogs his students with grades, tests, sarcasm and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped school boy frequently grew up to be a flagellant. With us, the perversion is intellectual but it's no less perverse.

Once A Nigger

So you can add sexual repression to the list of causes, along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what make this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can only program them.

At my school we even grade people on how they read poetry. That's like grading people on how they make love. In fact, God help me, I do it. I'm the Adolph Eichmann of English 323. Simon Legree of the poetry plantation.

"Tote that jamb! Lift that spondee!" Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, the IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness — over 16 years — to remain slaves. And for important jobs, like teaching, we make them go through more years, just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you want to start with in trying to understand wider social phenomena, say, politics, in our country and in other countries.

Club Lacrosse

Forms at SMC

Lacrosse, a spring contact sport, is taking root at St. Michael's this year. The sport combines the skills of many other popular sports with emphasis on speed, contact and stick handling ability. However, stickhandling skill is not a prerequisite for lacrosse candidates as many of the bigger lacrosse schools start with a small percentage of experienced players.

Club lacrosse is open to all newcomers and is well on its way to complete establishment. The team will be coached by Dr. Doherty of the English department who has had prior coaching experience in lacrosse at RPI. The schedule for the coming season includes Cornell, Norwich, Middlebury and other possibilities with a possible home game over Parent's Weekend.

Financing remains a problem for the club lacrosse team. Contributions are presently being taken and will continue to be accepted for several weeks. Any newcomers should feel free to contact Dr. Doherty, Ed Depeter, Mike Daly or Rich Walesky.

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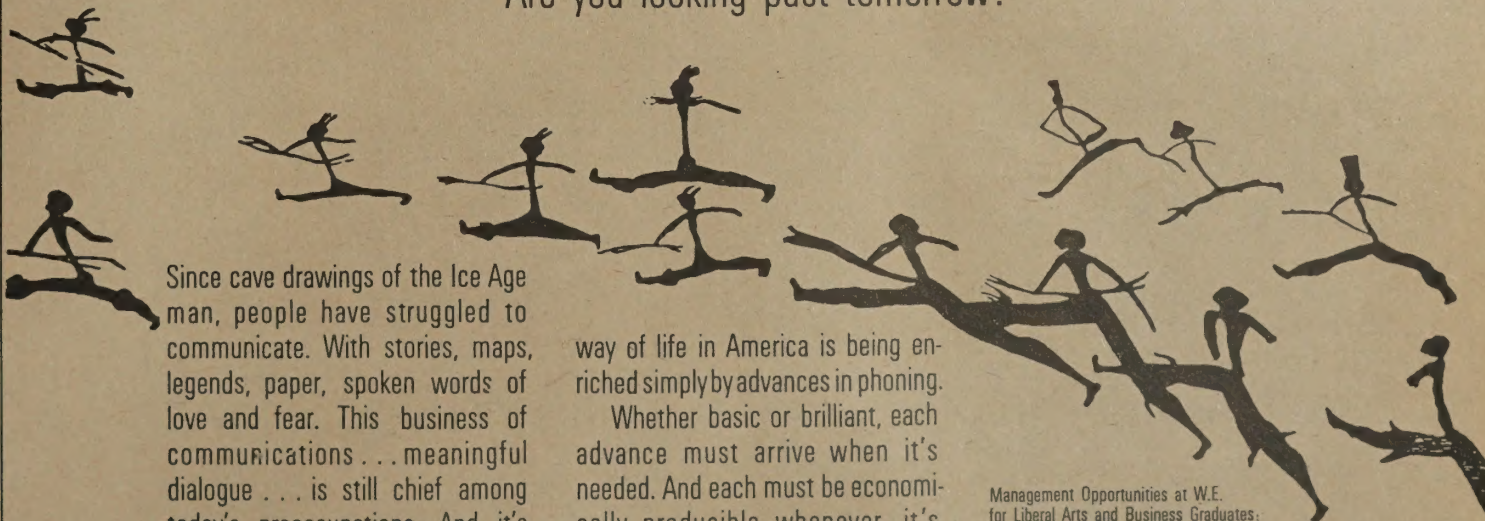


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KNIGHT IN SPORTS



by Brian O'Riordan

The rivalry between SMC and UVM will be renewed on Wednesday, February 19 at the Patrick Gymnasium. The few St. Michael's supporters who turned out for the first in this series saw a tremendous battle, in which the Markeymen lost in the closing seconds by one point.

UVM was just coming off a victory over Saint Peter's of New Jersey, and was riding the crest of a three game winning streak. In the backcourt for Vermont they have the "dynamic duo," Winooski's own Dave Lapointe and Frank Martiniuk. They have been trouble for almost every team they've faced this year. Lapointe is one of the best all around guards Vermont has had in many years. At center for the Cats is Ray Bueb, who many may remember was thrown out of last year's game at Patrick because of his hot temper. At one forward position is Bobby Hutton, who has developed into a fine ballplayer this year. He is rated among the top five in New England for field goal percentage. A favorite here on the hilltop is Aldo Salati who may start at the other forward position.

Vermont is a well balanced team, but has a weak bench which could tell in the latter stages of the game.

For the Knights the tide is changing, and they are beginning to look like winners once again. Stonehill, which romped over our hardwood men earlier in the season 86-64, just pulled out a victory 63-56 last Saturday at the Auditorium.

SMC's defensive game is reaching its peak, as the Cadets from Norwich found out Monday night. The Cadets were able to muster only 16 points in the entire second half, and just six field goals. The Knights most potent offensive weapon, Jack Russell, hit for 28 total points. He made 14 from the charity stripe, when Norwich tried to stop his drives by fouling. Russell held Vermont's Winooski Flash Dave Lapointe to 6 points in their first encounter. Bill Brooks stopped Frank Martiniuk with 11 points, and would have kept him out of double figures except for Martiniuk's rebounding points the last play of the game. George King has been starting at Center for the Knights the past three games, and could be a key factor if he can help control the boards. At the starting forward positions will be Juniors Pete Cragan and Jay Cody. Cragan is a rugged 6'2", who scored 6 of the Knights first 12 against Vermont in the first game. Jay Cody, a hawk on defense, had a key jumper in the Knights' rally in the first encounter. Three other players may see action, Mickey Brennan, Don Chaffin and John Fanta. Brennan at 6'5" can shoot from the outside. Don Chaffin can play either guard or forward, and has the outside shot to break a zone. John Fanta saw only limited action against the Cats, but with his fine shot, he is certain to be a threat against Vermont.

That's how the players line up, Vermont with an edge on experience and height, SMC with the advantage in speed and ball control.

The first game saw Vermont continually trying to penetrate a triangle and two defense thrown up by the Knights. This defense was set up to stop Lapointe and Martiniuk, and it was successful, as both combined scored only 17 points. Vermont threw up a number of defenses, including a tight three two zone. At this point the Knights had a small lead, and forced Vermont to come out into the backcourt and abandon their zone.

UVM had momentum going into the first game, winning three in a row before tangling with the Knights. But they have lost this advantage, losing to the Redmen from the University of Massachusetts last Saturday 63-58. The Cats will also have to combat a week and half layoff, while our cagers will see action tonight against Southern Conn.

In this rivalry, record books are thrown out the window, and it comes down to two well coached teams. If it takes breaks to win this one, the Knights will make their own after letting the last one get away in the last three seconds.

Knights Trounce Norwich

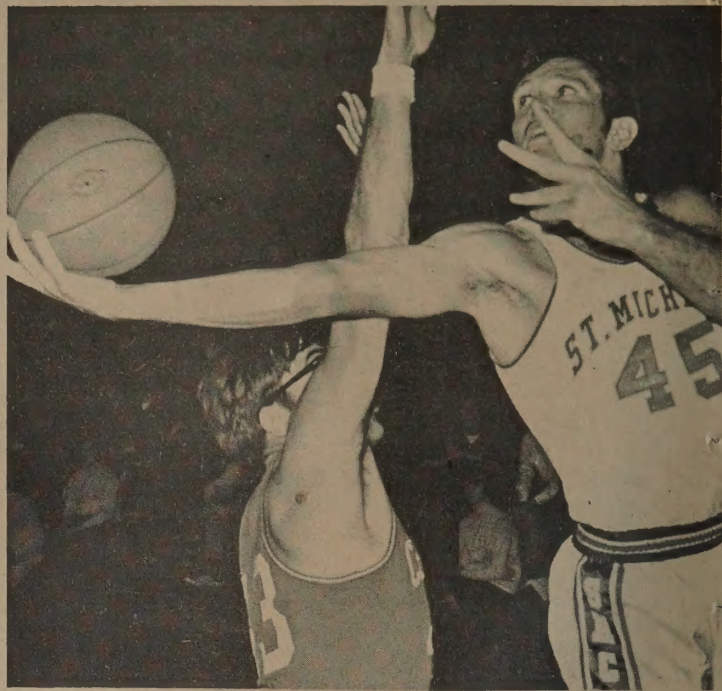
by John Pisani

This past Monday, the Knights continued their domination over the Cadets of Norwich University by romping over them in basketball 61-38.

The first half was even with the lead switching from team to team until the half ended with the score tied 22-22.

Three quick baskets by the Knights at the start of the second half set SMC in motion. Junior John Russell began to move, scoring 21 points, while Peter Cragan dominated the boards. But of even more importance was the superb defensive play of the cagers. It held the Cadets to only two field goals in eleven minutes, and a total of just six field goals the entire second half! This enabled the Knights to outscore the Cadets 39-16, and put the contest far out of reach.

Eight Knights broke into the scoring column, two with double figures. Russell had 28, Cragan 12, Cody 9, Brooks 5, Chaffin, Hickey and Pagnotta with 2, and King with 1. Tonight SMC plays host to Southern Connecticut at 8:00 p.m., and Wednesday they are scheduled to play UVM at the Patrick Gym.



Pete Cragan goes in for two.

Hockey Team Romps

The Saint Michael's Club Hockey Team made it 3-0 on the season Sunday when it whipped Saint Francis College of Biddeford, Maine 18-2 at the Central Maine Youth Center Arena.

Saint Michael's had a 2-0 lead within 45 seconds of the start of the game on goals by Roger Michaud, who was playing once again in his hometown, and Gerry Poulin. By the end of the first period, the Knights had increased their lead to 6-0.

In the second period Brian Murphy and Ron Dennis both scored before Saint Francis'

skaters could put themselves on the scoreboard. Saint Francis' two points came on consecutive goals by Kevin Feighery and Gerry Boucher. For Saint Michael's, Ron Dennis, who lives in nearby Auburn, Maine, added two more goals, giving him a hat-trick on the night and putting Saint Mike's ahead by a score of 10-2.

Brian Murphy hit the net twice in the third period, coming up with the second Saint Michael's hat-trick of the game. Bill Howe, a freshman from Chicopee Falls, Massachusetts, also scored twice in the final period. Frank Cullum, Kevin Ross, Roger Michaud and

Ron Dennis each scored to make the final score: Saint Michael's 18 - Saint Francis 2.

Saint Francis' goalie, Jim L'Callagan, had seven saves before having to be replaced due to illness by Bobby Sohm, who came up with 32 saves in the remainder of the game. Ken Stilson, a Saint Michael's goalie, turned in an outstanding performance with 19 saves including a save on a penalty shot. Kevin Althouse and Jay Roche shared the goal-tending duties for Saint Michael's in the third period. Roche had a save on the only shot on goal by Saint Francis in this, the last period.

Thursday evening at UVM's Gutterson Field House, the Knights hosted Saint Anselm's College skaters. On Sunday, February 16, Saint Michael's travels to Saint Albans, Vermont, where it will meet the Saint Albans Flyers.

Chieftains Edge Knights

by Greg Marquise

Two freshman players, who may make more trouble for the Knights before they graduate, powered Stonehill College past a very determined Purple Knight basketball team last Saturday night, 62-56, at Memorial Auditorium.

The Knights put on a show, reminiscent of past years, in which they led by as many as fourteen points in the first half. Despite the obvious lack of any outside shooting, the Knights thrilled the crowd with perfectly executed plays, in which the ball was fed to an open man under the basket. Bill Brooks, who led all scorers with 18 points, and Jack Russell, who canned 12 points, worked with precision timing on this combination.

When Stonehill tightened their defense under the basket, Pete Cragan and Jay Cody, with 12 and 10 points respectively, were available for short jumpers.

Defensively, the aggressive play

of the Purple Knights was well-rewarded throughout most of the game. Cragan and 6-6 sophomore George King, controlling the boards, helped greatly in the Knight's determined bid for an upset.

Stonehill came on strong in the last six minutes as they outscored the Knights 15-4 at one stretch. Freshmen Paul Miles and Paul Whitley led the Chieftain charge, combining for 19 points in the second half. Art Horan put Stonehill ahead at 55-53 and Bob Riordan, brother of the Providence star, put the game on ice with two free throws. Despite some last minute SMC heroics, Stonehill hung on for a 62-56 victory.

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